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ABSTRACT

This manual presents strategies that are intended for use by vocational administrators to retain nontraditional male and female students in secondary vocational education programs. They may also be applicable to postsecondary and adult vocational students. Strategies are divided into five major categories: policy, inservice (workshops and training activities on retention awareness), curriculum support, self-awareness, and networking (public relations ideas and activities and strategies). Each strategy is presented on a separate page. First, a statement of the strategy tells who is involved and what is expected. Then, three sections, (1) to identify different methods to implement the strategy, (2) to present concerns and offer guidelines, and (3) to provide a plan for action that may offer more guidelines, offer resources and guide the implementer to the appendixes where supplemental activities and materials are to be found. Appendixes are divided into the five major strategy divisions that contain the supplemental materials mentioned in the main section of the manual. The materials are marked as transparency, activity, or written information. (YLB)

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RETENTION OF NONTRADITIONAL VOCATIONAL STUDENTS: STRATEGIES FOR ADMINISTRATIVE SUPPORT

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CE 033 675

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FOREWORD

This model has been designed for use by Missouri secondary vocational educators to retain nontraditional male and female students in vocational education programs. However this is not to say that this model is not applicable to post-secondary vocational education students. It is useful to not only the secondary population of students, but adult vocational students as well. The strategies presented are based on logic, need, and past studies in the field that examine the retention issue in regard to nontraditional students. Many of the strategies utilize the many resources available through the Instructional Materials Laboratory at UMC as well as resources available through other states and clearinghouses.

The model is intended for implementation into any service area. The strategies developed in this model were suggested by those professionals and their colleagues active in the field of vocational education in the state of Missouri. They are reasonable, applicable, and have practical implications for the local practitioner concerned with the retention of students in vocational education. It is not restricted in its content; however, many of the strategies do focus on females and the Technical and Industrial areas. By the same token, the model is not intended solely for the use of retaining females in vocational programs. The use of the model should be for males into female intensive vocational areas, as well as, retaining any vocational student identified as nontraditional. For example, many of the strategies are applicable to the low or under achiever as well as the handicapped student.

Missouri educators should use the strategies, the methods, guidelines, and plans to implement the strategies as a guide. The model's strategies are by no means complete, but with the user's creativity, ideas can be expanded upon and new ideas can take shape. Recruitment of the nontraditional student

is only part of the solution. The student must be retained in the class in order for skill development and appropriate job placement to take place. Hopefully, this model fulfills this need.

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THE PROBLEM: RETENTION

Recruitment of nontraditional students embraces one set of strategies unique to the problem of recruitment. A student, enrolled in a vocational class, is not an assurance to the vocational education administration, teacher, or staff that the student will remain enrolled at class time. The student may change his/her schedule after coursework starts at the beginning of the semester. In fact, many students drop out during these times.

Nontraditional female enrollees change their enrollment for many reasons: marriage, children, household responsibilities, peer or parental pressure. During the vocational course, many students drop out for similar reasons but also for the following reasons: the class was not as they expected,or the students lack time management skills and appropriate academic preparation, Many of these reasons are external and beyond the control of vocational educators, but by the same token, many of the reasons can be addressed by the vocational educator. Therefore the purpose of this manual is to suggest strategies to overcome many of the retention problems within the control of the vocational educator.

The following outlines reasons why retention of the nontraditional student is so vital to our national interest.

1. The labor force participation of males and females is approaching an equal 50/50 status. More and more people are finding an economic reason for working.
2. Even though equal numbers of men and women are working, women are concentrated in low productivity and low paying jobs.
3. Women are typically found in what are known as the "feminine" low paying jobs, yet one out of four women are heads of households.
4. Women typify an underutilization of our human resources if they experience occupational segregation and jobs with no career opportunities.

5. More and more men are breaking the barriers and entering the traditional female occupations of business and health related occupations.

6. Women still seem to be educated and trained in fields linked with their sex. Vocational education can take a step to offer highly technical skills to women in areas that offer comparable salaries and career ladders.

HOW TO USE THESE MATERIALS

I. Who is to Use these Materials?

The retention materials are intended for use by vocational educators who deliver instruction, administer programs, provide support services, and develop linkages with vocational students, particularly nontraditional students, their parents, and their community. Although the manuals are entitled Strategies for Classroom Support, Strategies for Support Staff, and Strategies for Administrative Support, this is not to imply that only administrators use the administrative support manual or teachers use the classroom support manual. Many times teachers, counselors, and placement specialists have administrative support and/or teaching responsibilities simultaneously. Therefore, all staff members should be acquainted with all manuals in order to identify and select strategies appropriate to local needs and their role at that moment.

The retention strategies will be of use to:

Vocational School Administrators,

Vocational School Instructors, and

Support Staff (Counselors, Placement Specialists, Vocational Resource Educators, Vocational Evaluators, Media Specialists, etc.).

II. How are the materials presented?

-THE STRATEGY TOPICS-

The strategies are divided into five major categories.

1. Policy
2. In-Service
3. Curriculum Support
4. Self Awareness
5. Networking

A simple explanation of each of the major categories follows.

1. Policy: These strategies deal with the overall direction and philosophy of retention of nontraditional students. They guide the policy of in-servicing, providing curriculum and assurance of awareness activities to all vocational and sending school educators. They give direction to provide linkages with parents, community leaders, and sending school staff as well.
2. In-Service: This section deals with workshops and training activities to bring about retention awareness or to share some specific instructional methods with staff. In-service strategies are developed for those responsible for classroom activities, support, administrative, and those who advise programs (advisory councils, and traditional and nontraditional students).
3. Curriculum Support: These strategies involve curricular ideas that will be useful to classroom instructors, administrators, counselors, resource staff, and sending school counselors and administrators. They are activities that can be used with nontraditional students to assist with retention.

4. Self-Awareness: This section deals specifically with allowing vocational educators the opportunity to understand the problems faced by the nontraditional student at the time of enrollment and during coursework. This section is simply not a conscious raising section but offers solutions. For instance, more inservice, more media coverage, and greater public relations efforts are encouraged.
5. Networking: Networking is another term for cooperative effort or collaboration. This section offers public relations ideas and activities and strategies for community business leaders, sending school counselors and administrators, parents, and advisory councils.

IMPLEMENTATION OF THE STRATEGY

This manual is basically a "How To" book. Therefore, the implementation of the strategies is written as simply as possible.

What to Do - This is the statement of the strategy in the simplest terms. It tells who is involved and what is expected. It is not a goal with measurable outcomes or a select criterion. THE FOLLOWING IS AN EXAMPLE FROM THE SUPPORT STAFF MANUAL.

Policy - What To Do

Develop a retention goal plan with vocational administrators, sending school personnel, and/or vocational educators. (There are activity sheets in the Appendix to support this strategy.)

Making it Work - This section identifies the different methods to implement the strategy. The symbol to the side of each method indicates the amount of planning time necessary. This gives the implementer a way to judge which method to use. There may be other methods, so do not be reluctant to try your own example method section. The following are suggested methods to implement the above strategy. IT IS AN EXAMPLE.

Making It Work

1. Coordinate a planning session with the vocational director and sending school personnel to plan for the following strategies:
   a. how to identify nontraditional students as they enroll;
   b. how to plan retention activities with instructors in the curricular content;
   c. what support services will be offered by counselors to students;
   d. what support services will be offered to parents;
   e. what in-service activities will be offered to parents, instructors, advisory councils, sending school personnel;
   f. what collaborative efforts will be done with community agencies, advisory councils, and nontraditional role models?

Things to Think About - This section is just as it indicates. In order to implement the strategy, here are some concerns. More specifically it offers guidelines to the implementer. THIS IS AN EXAMPLE.

Things To Think About

1. Coordinate a meeting with the vocational administrator and sending school administrator.
2. Procure copies of goal forms and explain these forms and strategies with administrators and sending school personnel. (See Goal Planning Form.)
3. Attempt to get DESE staff involved with the activities.
4. Be certain that the goal planning session takes in a semester's or year's length of time with plans for a follow up meeting.

A Plan for Action - This section deals with a miscellaneous amount of information. Sometimes it takes on the shape of more guidelines, it offers resources to the implementer and often guides the implementer to the appendices where supplemental activities and materials are to be found. THE FOLLOWING SERVES AS AN EXAMPLE.

A Plan For Action

1. Goals must be stated with the date they are to be implemented.
2. Strategies can be developed at the meeting with the aid of methods taken from strategy booklets.
3. Participants, such as counselors, principals, etc. should be listed.
4. Obtain the signature of the goal planners to insure implementation. (See Goal Planning Form)

APPENDICES

These are divided into the 5 major strategy divisions.

- Policy
- Inservice
- Curriculum Support
- Self Awareness
- Networking

If supplemental materials are mentioned in the body of the strategy development, those materials can be found in the section consistent with the strategy section. The supplemental materials will be marked as:

- Transparencies
- Activity
- Written Information

III. How the Materials Are to be Used.

The manual is not a "Cookbook Method". The materials are not a cookbook solution to be used in sequential order or to start on page one. Needs must be identified first and strategies and methods to fulfill those needs must be the ones selected to be implemented.

The manual does provide a suggested approach. It is highly recommended that a task force or an advisory committee be established. Their first activity would logically be to sit down together, brainstorm the problems of nontraditional student retention, and find the strategies that help solve the problem. This task force should be charged to develop an action plan identifying goals and objectives to retain nontraditional students along with the activities to support the goals. See the Policy Appendix, Goal Planning sheet in each manual. A strategy in each policy implementation section describes the Action Planning process.

LEGISLATION

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 protects students and employees of educational institutions receiving federal funds from discrimination based on sex. Areas in which discrimination is prohibited include: admissions to vocational, graduate, professional, and public undergraduate schools; access to courses and programs; counseling and guidance; athletics; student rules and policies; financial assistance; extracurricular activities; and employment. All educational institutions are required to conduct self-evaluations of their compliance with Title IX.

Title VII of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, prohibits discrimination in employment based on sex, race, color, religion, and national origin. This law includes employees of all private employers of 15 or more persons, and employees of all public and private educational institutions, state and local governments, public and private employment agencies, and labor unions with 15 or more members. All public or private educational institutions are covered whether or not they receive federal funds.

Discrimination prohibited by this law covers such areas as: hiring or firing; wages; fringe benefits; classifying, referring, assigning, or promoting; extending or assigning use of facilities; training, retraining, or apprenticeships; or any other terms, conditions, or privileges of employment.

Equal Pay Act of 1963

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972 forbids discrimination based on sex of employees of any employer required to pay the minimum wage. This law applies to executive, administrative, and professional workers, including academic personnel. It prevents paying employees of one sex less than employees of the other sex for jobs performed under similar working conditions, requiring equal skill, effort, and responsibility. The Supreme Court has upheld the position that jobs of men and women need to be only "substantially equal", not identical, for purposes of comparison. Further, the Labor Department's Wage and Hour Division, which enforces the Act, has officially interpreted its provisions to apply to employer contributions for most fringe benefits.

Executive Order 11246 of 1965

Executive Order 11246 (1965), as amended by Executive Order 11375 (1967), forbids discrimination based on sex, race, color, religion, and national origin of employees and applicants for employment by employers holding federal contracts of $10,000 or more. Provisions of these orders

cover such areas as employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

All of the above laws prohibit discrimination. Title II of the Education Amendments of 1976, however, goes beyond prohibitions to mandate active measures by recipients of federal aid to eliminate sex bias, sex discrimination, and sex stereotyping in vocational education programs.

Title II of the Education Amendments of 1976

Title II of the Education Amendments of 1976 is the federal legislation regarding support of vocational education. One of the stated purposes of the law is:

> To develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes. (Section 101 20 U.S.C. 2301 90 STAT-2169)

The law specifies requirements for state education agencies including: (1) the appointment of a full-time sex fairness coordinator whose duties are prescribed in the law; (2) the description in the state plan of policies and practices which the state will follow to assure provisions of equal access by both sexes; (3) incentives for local education agencies to encourage the enrollment of both women and men in nontraditional courses of study and to reduce sex bias and sex stereotyping in training for placement in all occupations; and (4) evaluation of the extent to which sex equity objectives are achieved.

Funds are available to support research and curriculum development, and grants are authorized to support activities which show promise of overcoming sex bias and stereotyping in vocational education. It is also intended that funds be made available to enable teachers to meet the needs of individual nontraditional students in vocational education programs.

The states have considerable discretion in translating this mandate into requirements and incentives for local education agencies. The general thrust, however, is clear. Significant action must be taken at the school and classroom level so that equal access for both sexes to all vocational education programs is assured.

Source: Fostering Sex Fairness in Vocational Education: Strategies for Administrators by JoAnn Steiger and Sue Schlesinger. Information Series No. 147. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Policy

Policy - What To Do

Develop a retention goal plan with vocational administrators, sending school personnel, and/or vocational educators. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Coordinate a planning session with vocational directors and sending school personnel to plan for the following strategies:
   a. how to identify nontraditional students as they enroll;
   b. how to plan retention activities with instructors in the curricular content;
   c. what support services will be offered by counselors to students;
   d. what support services will be offered to parents;
   e. what in-service activities will be offered to parents, instructors, advisory councils, sending school personnel;
   f. what collaborative efforts will be done with community agencies, advisory councils, and nontraditional role models?

Things To Think About

1. Coordinate a meeting with vocational administrators and sending school administrators.
2. Procure copies of goal forms and explain these forms and strategies with administrators and sending school personnel. (See Goal Planning Form.)
3. Attempt to get DESE staff involved with the activities.
4. Be certain that the goal planning session takes in a semester's or year's length of time with plans for a follow up meeting.

A Plan For Action

1. Goals must be stated with the date they are to implemented.
2. Strategies can be developed at the meeting with the aid of methods taken from strategy booklets.
3. Participants, such as counselors, principals, etc. should be listed.
4. Obtain the signature of the goal planners to insure implementation.

   (See Goal Planning Form)

Policy - What To Do

Administration should develop a policy toward a "Circle of Excellence" in sex equity. Activity sheets can be found in the Appendix to support this strategy.

Making It Work

1. The "Circle of Excellence" would be made up of concerned parents, teachers, administrators, counselors and perhaps students. It can be an appointed entity or on a volunteer basis. Its main purpose would be to function as an advisory council but with issues related to Sex Equity in Vocational Education.

2. The "Circle of Excellence" should help the administrator develop policy on the following issues:
   a. technical assistance
   b. in-service
   c. recruitment of nontraditional role models
   d. curriculum infusion of equity
   e. public relations

Things To Think About

Such a "Circle of Excellence" need not meet but on a quarterly basis to establish strategies and goals in the areas of concern. At each meeting, the group should evaluate the progress made and establish new priorities and/or goals for the upcoming quarter/semester.

A Plan For Action

See the Action Planning Sheet in the Appendix.

Policy - What To Do

The administrator should appoint (or hire) staff to be responsible for all support services of nontraditional students enrolled in vocational classes.

Making It Work

1. Assign faculty to take over responsibility or coordinate efforts for retaining nontraditional students.
2. Verbalize administrative commitment at group planning meetings and allow time and a flexible schedule to meet the commitment for enrollment and curriculum.

Things To Think About

1. Implement in-service sessions and make a conscious effort to listen to faculty and staff comments that are supportive to nontraditional students. Speak to these people individually about issues.
2. Talk with those faculty members naturally in a position to assume responsibility and serve as resources to the nontraditional students.
   a. Counselors/support staff
   b. Vocational Resource Educator (VRE)
   c. Vocational Evaluator
3. Assemble those faculty together that you have singled out as positive and sensitive to retaining nontraditional students in classes. This group should be comprised of both males and females and vocational instructors.
4. State the problem of retaining nontraditional students to the group, recognizing that this group is already sensitive to the issues. Prepare several solutions or alternatives that you see involving the staff. Allow the group to attack the problem and arrive at solutions.
5. Appoint group leader and coordinator.

A Plan For Action

Time Table: Start up for February enrollment.

January - In-service in nontraditional student recruitment
February - In-service in nontraditional student curriculum
March - In-service in nontraditional student curriculum
April - Identify compatible staff
May - Group planning
August - Release time for strategy planning and program outline
September - Development; curriculum, media, etc.
October - Development; curriculum, media, etc.
November - Development; curriculum, media, etc.
December - Development; curriculum, media, etc.
January - Development; curriculum, media, etc.
February - Enrollment
March - On-going strategy implementation

Characteristics of Group Leader or coordinator:

- innovative and well organized
- well respected by students and staff
- a clarifier
- supportive
- firm - not a pushover

Policy - What To Do

Administrators should develop standards for vocational educators, counselors, and support personnel on the retention of nontraditional students. (There are activity sheets in the Appedix to support this strategy.)

Making It Work

Each of the following areas should be evaluated and a standard set by the administrator.[1]

a. Philosophy
b. Instructional Program
c. Instructional Staff
d. Administration and Supervision
e. Support System
f. Instructional Strategies
g. Public Relations
h. Safety and Health
i. Evaluation Process

[1]Virginia Polytechnic Institute and State College. Sex Equity Guide for Industrial Arts Programs. November, 1981.

Things To Think About

Although the standards are written for Industrial Arts programs, the authors emphasize that they can be used for other vocational programs. Sex Equity components are built into each of the stages to be assessed. There is a companion booklet listed below, to deal specifically with sex equity and each of the components. (See Appendix.) The authors encourage that where standard weaknesses are found that a specific report be developed describing the correction to be taken.

A Plan For Action

Virginia Polytechnic Institute and State University developed Equity Standards for Industrial Arts Project. For information on the standards write:

Dr. William E. Dugger, Director
Standards for Industrial Arts Program Project
368 Smyth Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061
(703) 961-6480

The authors include four major documents:

1. Standards for Industrial Arts Programs - companion to the standards
2. AIASA Guide for Industrial Arts Programs
3. Sex Equity Guide for Industrial Arts Programs
4. Special Needs Guide for Industrial Arts Progam

In-Service

In-Service - What To Do

The administration should plan on a series of in-service sessions for sending school faculty and advisory council members to implement the retention model for nontraditional students.

Making It Work

1. Those involved in an in-service should be the following:
   a. sending school personnel,
   b. vocational staff and advisory councils, and
   c. students and parents.
2. In-service sessions would be on a scheduled, regular basis with local talent as resources:
   a. community role models;
   b. former students;
   c. Department of Elementary and Secondary Education staff;
   d. guidance/counseling staff; and
   e. universities, colleges, community colleges.

Things To Think About

1. Guidelines for insuring in-service participants is always a trick. Meal functions, coffee/doughnuts sessions are always an incentive to bring people together for meetings or in-service.
2. Scheduling the in-service during a time when regular meetings (teacher's meetings) on school hours or after school hours for parents is also a way of insuring participation.
3. In-servicing the Council of Presidents of Youth Organizations during their regular meetings and/or during youth organization meetings is a guideline to capturing this particular group's attention.

A Plan For Action

In-service Ideas:

1. Implementation of the Retention Model developed at the University of Missouri-Columbia
2. How to Use Your Advisory Council to Keep Nontraditional Students
3. Are You a Subtle Discriminator and Don't Know It/ (Is the Woman In Your Class the Secretary?)
4. Teaching Your Students the Use of Leverage to Compensate for Physical Strength
5. How to Use Student Organizations to Keep Nontraditional Students
6. How To Develop Peer Support Seminars
7. How to Implement a Network and Not Get a Clique

In-Service - What To Do

Administrators should budget for purchase and/or development of brochures, pamphlets, literature, and media related to retaining and placing nontraditional students, and good public relations. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Write to:

   Instructional Materials Laboratory
   10 Industrial Education Building
   University of Missouri-Columbia
   Columbia, MO 65211

   for free brochures, pamphlets, and loan materials directly relating to retaining the nontraditional student for each service area. The Instructional Materials Laboratory also has a media loan service with complete catalog listing of resources. One catalog gives a complete listing of all vocational materials, another catalog is specifically for sex equity.

2. Contact:

   The Special Needs Division: Sex Equity
   Vocational Education Department
   Department of Elementary and Secondary Education
   Jefferson City, Missouri 65102

3. Write to:

   Women's Outreach Program
   Linn Technical College
   Linn, Missouri 65051

4. Task force or parent groups may develop a brochure tailored to the specific vocational school. This can be an important aspect. Brochures cannot be personalized by purchasing them preprinted at another facility.

Things To Think About

1. Have brochures and pamphlets in a display rack outside counselor's office and inside each vocational classroom for exposure and awareness to all students.
2. Display materials in teachers' lounges for instructor awareness.

A Plan For Action

1. Encourage staff in charge of nontraditional students to develop a form letter that can be sent to sex equity clearinghouses that publish materials for numerous free copies that are available.
2. In brochure development, follow these guidelines:
   a. simple language for students
   b. large print
   c. illustrations, pictures of current students
   d. include the following sections: local resources for students and a significant contact person
3. Ideas for brochures are the following:
   a. vocational school, highlighting course offerings and nontraditional students
   b. booklet for parents describing technical terms used in sex equity
   c. booklet for students describing technical terms used in sex equity

In-Service - What To Do

The Administrator should host in-service workshop sessions to community groups on vocational equity and the nontraditional student.

Making It Work

1. Groups that should be involved are from the following:
   a. personnel managers of local industry
   b. chambers of commerce
   c. community action agencies
   d. employment security
   e. welfare administration
   f. civic/social organizations
   g. American Society of Training and Development (A.S.T.D.)
2. In-service talent should be drawn upon locally from:
   a. sending school personnel
   b. vocational staff
   c. guidance and counseling staff
   d. administrators - school and vocational
   e. school board members

Things To Think About

Meal functions/coffee and doughnuts are always incentives to bring people to in-service functions, particularly community groups. The other reason for the meal function is the timing. Mealtime is a good time to meet because it is generally "off work" hours. Release time from school may be necessary if presenters are school personnel.

A Plan For Action

Pertinent in-service topics for these groups are the following:

1. Women in the Labor Force: The Need for Skills
2. Community Networking
3. Vocational Training Options: Classroom or OJT
4. Time Management: The Student and Mother
5. Counseling the Nontraditional Student

Curriculum Support

Curriculum Support - What To Do

Administrators need to budget for support curriculum relevant to nontraditional students and their parents. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. The following types of materials can be supplied by cost sharing or sometimes on loan. Be certain to check with University of Missouri's Instructional Materials Lab. for the student support curriculum for nontraditional students.
   a. Journals, readings dealing with nontraditional careers
   b. Entry skill level training package - basic tools, measurement, mathematics and getting over the anxiety

2. Many times the traditional student needs similar types of support curriculum. From a behavioral standpoint, the following types of curricular materials would enhance the traditional as well as the nontraditional students.
   a. Communication skills (VRE - Support materials and curriculum)
   b. What is sex role stereotyping?

   Besides students, parents need support to assist them in understanding their son's or daughter's career decisions.
   a. Career Implications of Sex Stereotyping
   b. The Changing Labor Force

Things To Think About

Materials, whether purchased or loaned, must be reviewed by the population intended and evaluated for their use. (See the Appendix: the materials evaluation form.) The material, if kept in a resource area in the vocational school, must be located in an accessible place to all students at any time. More importantly, their existence must be made known to relevant staff who can disseminate them to students or parents.

A Plan For Action

Textbook evaluation is also an important element of curriculum packages. The form under the materials evaluation gives a description on how to rate textbooks. It has a special section on Sex Equity and all other equity issues. (See Appendix C.)

Use the Media Selection Rule as a guide to selecting appropriate instructional media whether for parents, advisory councils, instructors, or students. These forms can be shared with anyone responsible for ordering media.

Curriculum Support - What To Do

Administrators should consider prevocational classes, vocational exploration and entry-level criteria to obtain an index of a student's career direction.

Making It Work

Methods to implement this strategy have been emphasized as curricular adjustments and actually benefit all students.

1. Prevocational classes are important to junior high students, as well as high school freshmen. These classes give the students a range of experiences to broaden their awareness of each vocational area.

2. Vocational exploration can be offered as a part of the prevocational class, but usually consists of 2 to 3 weeks of "hands on" experiences as well as paper-pencil assessments relevant to each of the vocational areas.

3. Entry-level criteria consists of matching the students' interests and abilities with the entry criteria established for each of the vocational classes.

Things To Think About

Rather than having separate career exploration courses for each vocational area, one course could be developed that would "cluster" groups of courses and occupations together. In such a manner, students could explore a range of career directions.

Vocational exploration facilities are often located within the vocational program for use with handicapped or disadvantaged students. Other agencies also have similar facilities that allow vocational exploration. These can be utilized for all nontraditional students.

Another guideline to the vocational exploration is to establish small work centers within each vocational area so that students can explore their skills in the classroom environment.

A Plan For Action

Entry Skill Level Criteria is available from the Instructional Materials Laboratory, 10 Industrial Education, University of Missouri-Columbia, Columbia, MO 65211.

Self-Awareness

The administrator must make himself/herself aware of the nontraditional student enrollees and track these students through their vocational education experience.

Making It Work

The vocational administrator must become aware of the retention problem, if it exists. The administrator must become aware that retention of nontraditional students in vocational programs becomes an issue at two distinct periods: a) immediately after enrollment, and b) immediately after the class begins. There is only one method that will allow this awareness to happen.

1. The administrator must identify through pre-enrollment figures the names of nontraditional enrollees. The administrator must compare the pre-enrollment list to the enrollment list at the beginning of a semester or class time. Finally, the administrator must compare this list to any course or schedule changes that remove a nontraditional student from the class.

   The administrator could appoint another staff member to these tasks, but it is unlikely that full awareness would occur if another staff member takes on these responsibilities.

Things To Think About

Other strategies have recommended gathering information on the nontraditional student who drops from a vocational class and those who successfully complete the vocational class. The administrator should reinforce the gathering of this data. If the results are outstanding in their need for a recommendation, they should be presented to the task force, advisory council, or whatever group has been designated as the steering body for nontraditional students. The most important people to influence with this type of data are the sending school counselors and administrators.

A Plan For Action

One of the most important aspects to remember about this type of strategy is that data gathering on merely the nontraditional students is valuable, but not as valuable as when it is compared to other students who also drop out after pre-enrollment and after class begins.

Information can be gathered through many methods:

1. permanent records (See Appendix: Information Gathering.)
2. interviews with the student (See Information Gathering.)
3. instructor information cards (See Classroom Personnel: Awareness and Student questionnaire.)

Self-Awareness - What To Do

Administrators can increase their self-awareness of equity issues by becoming more visible at functions that sponsor equity events.

Making It Work

1. Attend vocational association workshops and meetings which deal with all equity issues.
2. Invite in Department of Elementary and Secondary Education staff for in-servicing of Equity topics.
3. Attend leadership conferences in the locality that sponsor activities dealing with equity issues.
4. If you are involved in coursework, volunteer a special project to deal with equity issues or problems at your school.

Things To Think About

Awareness activities of this nature are beneficial not only to administrative staff, but to classroom instructors, resource, and support personnel as well. The public will benefit most by your awareness of equity, particularly with retention. These are helpful activities:

1. Development of radio and television announcements that deal with equity.
2. Development of newspaper, magazine ads, and brochures of vocational programs with announcement of equitable treatment of both sexes.
3. Hiring of future staff who need not worry about unequal treatment of the sexes.

A Plan For Action

Some administrators may not feel such self-awareness activities are needed. Complete the following activity and see where you stand on the issue. (Self-Awareness Activities in the Appendix.)

Which of the following are examples of sex discrimination on the job? Check those in which discrimination occurs.

1. A woman is paid less than a male employee who does a comparable job.
2. A woman supervises male employees who earn more than she does.
3. When a woman applies for a job, she is told about or offered only a clerical job when other higher paying production jobs are open.
4. New jobs or vacancies in the shipping department of a firm are made known through word-of-mouth communication rather than through posted notification to all employees.
5. A man is advised by his boss not to apply for a higher position that is open because the company is looking for a woman to fill it.

ANSWERS:
All five items are examples of sex discrimination according to a study conducted in 1977 by the Municipal Women's Project, Boston, MA. A complete list of discriminatory practices at work is contained in the document, "Sex Discrimination: How Do You Know When It's Happening To You?" produced by this agency.

Self-Awareness - What To Do

Administrators should become aware of resources that are available to assist them in their writing and speaking skills to avoid sexist language.

Making It Work

1. Contact the Department of Elementary and Secondary Education Special Vocational Services for resources.

2. Obtain a copy of VEEP Materials and Services: **A Catalog of Sex Equity Resources** from the Instructional Materials Laboratory. Room 10, Industrial Education, UMC, Columbia, MO 65211. Resources within this catalog will assist overcoming sex-biased language.

Things To Think About

Here are some of the most common writing and language problems.

	Problem	Nonbiased Example
1.	salesman housewife workman	salesperson homemaker worker
2.	Chairman Gentlemen: man's basic needs	Chairperson Colleagues: To Whom It May Concern: one of the basic needs of life
3.	The doctor uses his knowledge. A woman in business has to	The doctor uses his or her knowledge or doctors use their knowledge. A person in business has to

A Plan For Action

Some of the following might be helpful.

1. **Guidelines For Equal Treatment of the Sexes in IML Publications.** Steelman, Stapleton, Schlichting.

2. **On Equal Terms: A Thesaurus for Nonsexist Indexing and Cataloging.** Marshall.

3. **Guidelines for Sex-Fair Vocational Education Materials. Women on Words and Images.** (Available from the Instructional Materials Laboratory, address above.)

Networking

The administration should act as a resource when teachers, counselors, and support personnel need their assistance in retaining the nontraditional student.

Making It Work

1. Be familiar enough with the community to assist in selecting nontraditional role models for:
   a. class/school presentations
   b. participation in career fairs
   c. program advisory council participation
2. Be familiar enough with parental attitudes to deal with parents of nontraditional students.
   a. As liaison between parent, student and teacher
   b. counselor to parent
   c. counselor to teacher
3. Be familiar with sending school personnel to:
   a. Act as liaison between sending school and vocational teacher
   b. Act as liaison between sending school and support service offered by vocational program

Things To Think About

The vocational administrator must not only be familiar with local community but the state community as well. Public relations and visibility make it easier to adjust programs and work with a wide variety of students.

1. Attend Parent-Teacher Organizations.
2. Invite regularly, a random selection of parents to various functions at the vocational school: in-services, faculty meetings, advisory council meetings, and class activities.
3. Express interest in sending school functions by seeking an invitation to their functions, open houses, parents' night, faculty meetings, and in-services.
4. Seek speaking engagements with various civic organizations and attend community meetings to become acquainted with those people who make up the community.

A Plan For Action

The following resources may prove helpful with this strategy.

Havelock, R.G. **The Change Agent's Guide to Innovation in Education.** New Jersey: Ed. Technology Publications, 1973.

Resources in Women's Educational Equity, Volume I and Volume 2. HEW: Women's Educational Equity Communications Network, San Francisco, 1977 and 1978.

DeVore, Mary Ann. **Directory of Missouri Nontraditional Role Models.** University of Missouri - Columbia: Instructional Materials Laboratory.

Networking - What To Do

Administration needs to become more visible to nontraditional students enrolled in vocational programs.

Making It Work

1. Direct student contact.
   a. Invite different groups of students to visit the administrator's office on a regular basis.
   b. Meet with student organization officers regularly.

2. Indirect student contact:
   a. Stroll regularly through vocational laboratories
   b. Ask the instructor to arrange for vocational administrators or counselors to give occasional 5-15 minute sessions: could focus on sex equity issues pertinent to retainment. Make these regular sessions; do not focus on problem.
   c. Attend student organization meetings

Things To Think About

1. Direct student contact
   a. Do not invite the same students over and over. Develop a policy for a regular schedule and an anticipated event for the group meetings.

      -have refreshments for students
      -have teachers recommend students
      -include a nontraditional student
      -have student brainstorming sessions

   b. Student organization officers should meet regularly with the director to make recommendations, give feedback, and to develop maturity. Issues that can be discussed:

      -getting nontraditional students involved
      -developing policy for activities, election of officers, etc. that is not biased
      -how to promote good peer relations in classes that enroll all students.

2. Indirect student contact
   a. Chat with all students, do not spotlight nontraditional students
   b. Short administrator sessions could range on the following topics offered by a variety of staff:

      -work ethic - pride
      -shop language
      -safety
      -leverage
      -time management
      -management
      -the vocational resources
      -general question/answers

A Plan For Action

1. Direct student contact
   a. Planning must be coordinated with vocational teachers so that meetings can be held to students', teachers', and administrator's convenience.
   b. Meeting schedule will have to be flexible to accommodate morning, afternoon, and commuting students.

2. Indirect student contact
   a. Student youth officers should be consulted for topics and ideas presented.
   b. Teachers should be consulted for timing of sessions and suggestions for topics. Teachers should be encouraged to seek administrators and invite them to the clasroom to lead such sessions.

Administration should become more positively visible to vocational students' parents. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Hold a general meeting of parents of nontraditional students.
2. Formulate a Parent-Teacher Organization at the vocational level.
3. Hold a parent-teacher open house night.
4. Appoint a parent advisory council.
5. Call parents of those students performing exceptionally well or those who need some encouragement.
6. Invite parents by written invitation or by phone call to visit or participate in a particular advisory council.

Things To Think About

Which ever method an administrator chooses to implement the strategy, one component must focus on retaining the nontraditional student.

1. Parent meetings:
   a. Be a main speaker at the parent meetings and speak in terms of what vocational education can do for ALL students.
   b. If an agenda is formed to break down into smaller presentations, one session should focus on retaining the nontraditional student. Technical assistance from DESE could assist with this.
2. Parent Advisory Council:
   a. Attempt to recruit a parent of a nontraditional student.
   b. A task force or a committee as a part of the general council could be formed to offer solutions to retaining the nontraditional student in the class.
3. Direct Parent Contact:
   a. Make it a regular practice of the director or assistant director's office to call parents and chat about the vocational school, the students, in general. Take the focus off calling to inform of problems and make the parents familiar with this public relations style.
   b. Make it a regular practice to invite a small number of parents to attend advisory council meetings, by written invitations. Emphasis should, again, be on parents of nontraditional students.

A Plan For Action

1. Parent Meeting

   General meeting - Administrator as a main speaker must interject the importance of student organizations and parents of nontraditional students. Comments could focus on:

   a. non-sex biased curriculum
   b. improved work ethic for all students
   c. women entering the labor force
   d. assistance for retaining the student

2. Parents Advisory Council

   Task force assigned to study the following areas:

   a. facilities and equipment for males, females and other nontraditional students
   b. serve as speakers at faculty or craft advisory councils
   c. assist sex equity coordinator (or whoever is responsible) in offering suggestions for retention of students.
   d. meet regularly with vocational director and make recommendations
   e. meet with vocational director and sending school administrators and make recommendations
   f. meet with students

3. Direct Parent Contact

   Have teachers recommend outstanding students weekly or biweekly, but on a regular schedule with comments about the students. Make an effort to meet and speak with students before contacting parents, so you will have specific information on the student. (See Appendix: Networking.)

Networking - What To Do

Administrators must collaborate with sending school personnel, parents, and community agencies to provide resources and support to retain the nontraditional student.

Making It Work

1. Administrators need to be seen in a positive light by parents.
2. Administrators need to get regular feedback from parents on their attitudes as well as their son's or daughter's attitudes.
3. Administrators and sending school personnel should work together in action planning for recruitment and in planning strategies for retention of the nontraditional student.
4. Administrators must be familiar with and visible to social service agencies that provide services to nontraditional female and male students.

Things To Think About

1. Administrators could call the parents of nontraditional students regularly to chat and to give and take feedback. Administrators should invite parents' participation in vocational education functions.
2. Administration and sending school personnel must plan strategies to keep in contact with students and parents subsequent to enrollment. They should work on joint funding efforts to promote the retention of the nontraditional student, as well as collaborative activities between the vocational school and the sending high schools.
3. Administration should visit and conduct in-service exchanges with social service agencies that can provide counseling, maintenance support (transportation, child care) and many times work training with salaries for nontraditional students.

A Plan For Action

Take this self-administered inventory to see where you rate on this strategy and your ability to collaborate!

1. How many parents have you purposefully called, visited, or contacted to compliment them on their son or daughter's performance in the past two months?
2. How many parents have you purposely invited to participate in any vocational education function in the past two months?
3. How many times in the past two months have you sat down with sending school personnel to do long range planning?
4. How many times have you, over the past two months, participated in sending school activities or invited their participation in vocational education?
5. How many times in the past two months have you toured a community agency, visited with, or invited in, personnel from another agency?

Networking - What To Do

Administrators should work together with counselors and sending school personnel to procure monies for program development of nontraditional students.

Making It Work

Have you:

collected enrollment data by sex?

identified classes with enrollments of 80 percent or more of one sex?

developed an action plan to remediate discrepancies in enrollment?

revised handbooks, bulletins, recruitment materials and course descriptions for sex bias?

planned for vocational staff in-service programs to reduce sex bias?

examined current curriculum materials for sex bias and provided for supplemental materials?

provided awareness activities regarding vocational programs designated as nontraditional for females and males to students, parents and or community groups?

Sex Equity Grants Available:

Research projects on ways to overcome sex bias and sex stereotyping in vocational education programs.

The development of curriculum materials free of sex stereotyping.

The development of criteria for use in determining whether curriculum materials are free from sex stereotyping.

In-service training on sex bias for guidance counselors, administrators and teachers.

Things To Think About

Sex Equity Mini-Grants Available

$1,000 for the costs associated with the development, printing and distribution of local policy bulletins and booklets which are designed to reduce sex bias in vocational education programs.

$500 for vocational staff development activities (action planning, workshops, curriculum examination, instructional material evaluation, student activity development).

$500 for each program with documented nontraditional enrollment change by 10 percent above the 1980-81 school year. A program with at least 40% traditional sex enrollment during 1980-81 is excluded. Award monies are designed to provide role models for vocational programs designated as nontraditional for males and females and may be used to offset the cost associated with tuition costs for students from sending districts.

$300 for the AVTS administrative coordination of their sending districts' activities to increase nontraditional enrollments and assist them to qualify and apply for the immediately preceding mini-grant item.

$500 to purchase and or develop materials and implement awareness activities for students which are designed to reduce sex role stereotyping.

$500 to provide awareness activities regarding vocational programs designated as nontraditional for females and males to students, parents and/or community groups.

A Plan For Action

Title IX of the 1976 Education Amendments required a self-evaluation of every education institution receiving federal funds to:

evaluate its policies and practices as to their compliance with the regulation;

modify its policies and practices as necessary for compliance;

take appropriate remedial steps to eliminate the effects of discrimination resulting from these policies and practices.

The Sex Equity Provisions of Title II of the Education Amendments of 1976 mandate the development of programs to overcome sex bias, sex stereotyping and sex discrimination in vocational education.

Contact:

Special Vocational Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3872

Networking - What To Do

Administrators should work with state colleges, universities and the American Vocational Association, or other professional organizations to develop professional leadership of vocational educators.

Making It Work

1. Encourage the development of coursework, seminars, or infusion of equity issues into teacher training curriculum at colleges and universities.
2. Encourage the use of continuing education credit for instructors that could be considered coursework dealing with the issue of equity.
3. Contact the Steering Committee or President of the State Vocational Association to include workshops on equity.
4. Extension Division through the University of Missouri - Columbia can offer courses for credit and particularly graduate credit.

Things To Think About

Encouragement of professional development and providing the method for that development can operate several ways to benefit the vocational field and local school district.

1. It is an incentive for the personal growth and feeling of self-esteem of the professional staff, particularly if the school district pays for the tuition.
2. It provides the school area with an individual having the expertise to carry out techniques regarding special emphasis for nontraditional students.
3. It provides visibility to both the State Department of Elementary Education and the higher education system in the state that your particular school district is taking action on equity issues.

A Plan For Action

1. There are countless topics that should be included in an in-service or a course. The following highlight those specifically relating to retention of the nontraditional student.
   a. Development of sex fair curriculum/strategies for staff and administration.
   b. Use of biased material in a non-biased way
   c. Setting standards for Equity in Vocational Education
   d. Communication and Leadership Development: The Woman as the Manager
   e. Barriers to overcome in retaining the nontraditional student.
2. The following material, available from IML, Room 10, Industrial Education, University of Missouri-Columbia, Columbia, MO 65211, consists of Teacher/Trainer Guide and workshop materials. It is available for use by teacher educators and teachers.
   a. Good, J.D. **Untapped Resources in Vocational Education.**
   b. Good and DeVore. **The Teacher Educator's Role: A Supplement to Untapped Resources.**

ACTIVITY SHEETS

APPENDIX A

POLICY

-EXAMPLE-

GOAL PLANNING

Goal 1 _____

How will it be done? _____

Who is responsible? _____

Goal 2 _____

How will it be done? _____

Who is responsible? _____

Goal 3 _____

How will it be done? _____

Who is responsible? _____

Goal 4 _____

How will it be done? _____

Who is responsible? _____

DETERMINING PROGRESS TOWARD ACHIEVING SEX EQUITY

Strategies for Achieving Sex Equity

Progress needs to be made toward achieving sex equity. There are many different strategies that could be used in accomplishing this goal. The following strategies will aid you in making progress toward treating both girls and boys equitably in industrial arts programs.

STANDARD TOPIC*	STRATEGY
Philosophy	Develop goal statements which are designed to achieve sex equity in the industrial arts department or program.
	Include objectives, strategies, and timelines to achieve sex equity in the staff's annual plans.
Instructional Program	Develop course titles which use generic terms.
	Use sex-fair language and illustrations in instructional materials and displays.
	Use checklists for evaluation of curriculum and textbooks.
	Revise laboratory projects and requirements to meet the needs of both girls and boys-
	Provide the same learning activities and projects for all students.
	Provide equal access to tools and equipment for all students.
	Discuss classroom information with students to explore: 1) effects of sex-role stereotyping; 2) advantages of industrial arts experiences in the future of both boys' and girls' lives; and 3) need for students to prepare for a dual role of homemaker/wage earner.
	Set the same standards of behavior for all students in the classroom.
Student Populations Served	Promote expanded industrial arts choices for females.
Instructional Staff	Include staff, students, parents, and the community in the development of plans designed to increase sex equity efforts in industrial arts programs.
	Provide at least one inservice training program per year for the staff to discuss sex equity issues.

Administration and Supervision	Review demographic data about all industrial arts students at the time of program improvement planning sessions.
	Provide the staff with technical assistance to carry out sex equity efforts in industrial arts programs.
Support Systems	Encourage all students to participate in group counseling options that promote broad exploration of career choices.
	Provide nontraditional role models for females and males in laboratory and class activities.
	Provide physical facilities such as restrooms, showers, and lockers to both females and males.
Instructional Strategies	Utilize written instructional plans and methods to encourage and enhance career awareness and skill development for both sexes.
	Base various instructional methods upon individual student needs rather than upon the sex of the student.
	Include within learning activities appropriate models for boys and girls.
	Involve students in identifying examples of sex discrimination, sex-role stereotyping, and sex bias in textboods, curriculum materials, media, and other course-related materials such as trade journals, job descriptions, and application forms.
	Use gender-free terms and occupational titles rather than sex-specific ones such as "human" or "person" rather than "mankind", "man", or "sales-lady".
	Give equal attention to students of both sexes (rather than more criticism for boys, support for girls, or vice versa).
	Encourage all students to be equally considerate and courteous of others.
	Administer the same reprimands or disciplinary actions to students for misbehavior.
	Extablish the same grading system and apply it to all students (not allowing for one sex to be less capable).

Public Relations	Advertise the program broadly to attract students of both sexes.
	Provide education to parents, employers, and community members regarding the need for equitable treatment of girls and boys in industrial arts programs.
	Provide information to all students about expanding occupational and/or family activities for both sexes in areas that have traditionally been considered appropriate for only one sex.
Safety and Health	Establish the same safety and/or sanitation and dress requirements for all students.
Evaluation Process	Request anonymous student evaluations concerning any sex discrimination, sex-role stereotyping, or sex-bias which exists in the classroom.
	Encourage students to correct persons if they "slip" and use sex-specific terms or sexist generalizations.
	Discuss this checklist with a supervisor as part of a periodic performance review.

*These ten Standard Topics were excerpted from:

"Standards for Industrial Arts Programs." Virginia Polytechnic Institute and State University, November, 1981.

ACTIVITY SHEETS

APPENDIX B

INSERVICE

VEEP Materials and Services

Please direct resource requests to:

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, Missouri 65211
(314) 882-2883

The free-loan materials referred to in this manual are available to vocational educators in Missouri. Because of the limited number of individual sets, it is important for you to order selected resources far enough in advance to insure their availabilty to you.

ORDER FORM
VEEP Materials and Services

Resources

Date Desired: Type:

Title:

Date Desired: Type:

Title:

Date Desired: Type:

Title:

_____ Please send catalog of sex equity resources

You

Name Telephone

School/Work Mailing Address

ACTIVITY SHEETS

APPENDIX C

CURRICULUM SUPPORT

INSTRUCTIONS FOR USING PRACTICAL ARTS AND VOCATIONAL EDUCATION TEXTBOOK APPRAISAL FORM

Note that the form contains two sections. Part I involves the reporting of a generalized reaction to the item being reviewed. Thirteen major criteria are provided as guides to systematically compiling a valid judgement as to the item's overall quality. Part II contains a more in-depth and specific look at the key factors that determine the specific quality of an item's production.

Once an instructor or evaluative team has reviewed available materials according to these factors, they then must draw inferences from their knowledge of the student group to be served. Once these inferences describe the student group's most important needs and characteristics, they must be balanced against the objectives of the course and program. Subsequently both of these sets of requirements (i.e., the student group's and the program's) must be reconciled with the characteristics of the available materials. With most instructional settings being group-based, the teacher now is faced with the task of identifying which of the available materials represent the best match to both student group and program needs. With the profile developed by the practical arts and vocational education textbook appraisal form, this decision is eased considerably.

To use any type of scale or score card, some guidelines must be drawn to achieve a reasonable degree of reliability. This particular rating score card is intended to discriminate between a poor, adequate or superior handling of each specific textbook factor being rated. The lowest third of the total possible (maximum) points is to be utilized in describing the inadequate way in which a specific factor was handled. The middle third of the total possible points is to be used in describing a factor that has been adequately treated, and the upper third is to be used in describing the factors which have been treated in a superior manner by the author and publisher.

The following are descriptive phrases which are designed to assist the appraiser in discriminating between poor, adequate, and superior treatment of a given factor.

Part I. General Characteristics

Criteria	Hints for Rating	
A. Currency	5-6	The material is technologically and psychologically up to date
	3-4	The item was revised and the bulk of content represents recent additions
	0-2	Essentially old material is presented with little revision
B. Congruence	5-6	The item was developed specifically for this course
	3-4	Approximately a 50-60% match exists between objectives the item was developed to meet and those of the current application
	0-2	The item was intended for a very different program/course application
C. Accessibility	5-6	Each student would have an individual copy
	3-4	Cost or other factors would cause 2-4 students to share a single item
	0-2	Students would be able to use item only in laboratory. Limited copies available
D. Representativeness	5-6	Varied value systems, motivational stimuli and cultural determinants are present
	3-4	A moderate attempt is made to illustrate multi-ethnic heritages and value systems
	0-2	Outdated value systems are represented. Only a singular cultural heritage is incorporated

E. Sensory Range	5-6	The item complements other materials available to the class in terms of its sensory inputs
	3-4	The item incorporates a wide range of graphic approaches. The course basically relies on print media
	0-2	Limited graphic inventiveness. Course is exclusively print-based
F. Equity*	5-6	The item is completely free from gender, ethnic, age and disability-based biases--stereotypes
	3-4	Attention has been paid to one or more of the above but one or two are not addressed or are so inconsistently
	0-2	Only one or two imperatives are addressed in an inconsistent manner
G. Initiative	5-6	Affirmative actions are evident with respect to textual references, pictures and examples
	3-4	Illustrations meet the criterion, text is free from overt stereotyping/bias yet no affirmative action examples are described
	0-2	No mention of affirmative actions, illustrations represent traditional, non-sensitive treatment
H. Fluency	5-6	Illustrations are referred to in the text, narrative is directive, reads well
	3-4	Illustrations are referenced but not explained in detail. Narrative is smooth but non-directive
	0-2	Illustrations are not referenced. Narrative is choppy

*Appended to this handout is a list of sample questions to provide additional assistance in making these crucial judgements.

I. Accuracy	5-6 All material is substantiated, footnoted and correct 3-4 Some minor errors and/or contested information 0-2 Major and frequent errors
J. Appropriateness*	5-6 Material suits the planned instructional strategy, it matches the client group's age and readability characteristics 3-4 Less than optimum match on one of the above characteristics 0-2 Poor match on two or more of the aforementioned characteristics
K. Versatility	5-6 The item can serve intended class, other courses, reference purposes, and general interest functions 3-4 The item can serve the intended class both now and as it likely will evolve. Other value is minimal 0-2 The item can serve only the intended class and then only in its present version
L. Value	5-6 The item's longevity and cost are high and low respectively. Most other criteria (A-M) are rated high 0-2 The item is relatively high cost and it will incur a high replacement rate
M. Intent	5-6 The item is specifically geared to students and their learning processes. Self-tests are incorporated as are glossaries, remediation loops and effective activity outlines 3-4 While intended for instructional applications specific incorporation of process-oriented guides is evidenced. Essentially the item contains technical information organized for a class. 0-2 The item is intended as a reference material with no attention to student or instructor usage

*Because readability is such a key factor, its determination is treated separately in HO 12-204 and in Part II of lesson 12.

Part II. Specific Characteristics

A. PHYSICAL FACTORS	(Suggested Point Values)
1. Quality of Paper and Binding Has good quality paper been bound in a satisfactory manner, a durable cover?	5-6 Pages are smooth finish without glare; book will hold pages and retain cover with normal use 3-4 Coarse texture paper within substantial cover; pages may loosen 0-2 Shiny finish paper bound in such a manner that pages and cover are likely to separate
2. Title and Cover Design Is a descriptive title used on a well-designed cover?	5-6 Appropriate and descriptive title on an interesting cover 3-4 Accurate title on plain cover 0-2 Non-descriptive title on an unattractive cover
3. Typography How effective is the page layout? Size and style of type? Shading and coloring?	5-6 Adds to reading ease of content; illustrations on some pages as descriptions 3-4 Some of typography factors do not contribute to reading ease 0-2 Most of typography factors interfere with reading ease
4. Quality of Illustrations Is proper attention given to the quality of illustrations used?	5-6 Sharp, clear and well-selected illustrations 3-4 Some illustrations unattractive or not clear; (antiquated) generally uninteresting 0-2 Illustrations blurred, too much detail, out-of-date
5. Cost Is the cost appropriate for student or school?	5-6 Cost is low for quality received 3-4 Compares favorably with texts used in other subject areas at this grade level 0-2 Cost is high for quality received
B. ORGANIZATION AND PRESENTATION OF CONTENT	
1. Adequacy of Table of Contents How suitable is the table of contents?	11-15 Comprehensive with a logical breakdown of content 6-10 Too much detail 0- 5 Too broad with insufficient listing of topics

2. Appropriate Unit or Chapter Divisions and Arrangement How appropriate was the selection and arrangement of the major divisions?	11-15 Divisions are logical; appropriately arranged; and descriptively labeled 6-10 Some divisions too large or too small 0- 5 Divisions are not appropriate for the subject; poorly arranged, poorly titled
3. Subdivisions and Sequence Within Chapters Is the content sequentially arranged within chapters or subdivisions?	11-15 Content arranged in terms of learning difficulty or student interest 6-10 Content arranged in terms of frequency of use 0- 5 No logical reason apparent for arrangement
4. Relationship Between Content and Illustrations How are the illustrations related to content?	11-15 Illustrations are effectively used to support content 6-10 Most illustrations add clarification and reinforcement to content 0- 5 Illustrations add little to support the content
5. Appropriate Vocabulary Level and Sentence Structure Upon what readability level* is the content presented?	11-15 On the reading level of student (+ one grade level) 6-10 Below; or between 1 and 2 grade levels above the student's reading ability 0- 5 More than two grade levels above
6. Balance Between Informational and Manipulative Content What relationship exists between the amounts of informational and manipulative content?	11-15 A good balance between informational and "how to do it" content is maintained in all sections 6-10 Most sections have an adequate balance of content 0- 5 An adequate balance between related information and manipulative content is not maintained
C. SUPPLEMENTARY AIDS	
1. Sectional Summaries How satisfactory are the summary sections included in each subdivision?	7-9 Effective summaries are included in each section 4-6 Summaries are included but they contribute little 0-3 Summaries are not utilized

*Because readability is such a key factor, its determination is treated separately in HO 12-204 and in Part II of lesson 12.

2. Index Does the text include an effective index?	7-9 A complete and clear index is included 4-6 A sketchy index is included 0-3 No index is used
3. Glossary Are new and important terms identified and defined?	7-9 A complete glossary is included in separate section or accompanies each content section 4-6 Words are italicized and defined in the copy 0-3 Little or no effort is made to build vocabulary
4. Suggested Activities To what extent are the suggested activities worthwhile?	7-9 Activities provided are usable and would stimulate student interest and learning 4-6 Some of the suggested activities would be suitable 0-3 Few, if any, appropriate activities included
5. Reference Bibliography How extensive is the reference bibliography?	7-9 Complete listing of supplementary references 4-6 Some suggested titles included for student and teacher reference 0-3 Few, if any, supplementary references listed
6. Study, Review, or Discussion Questions How satisfactory are the study, review, or discussion questions?	7-9 Thought-provoking questions cover the content thoroughly 4-6 Fact-finding questions with adequate coverage 0-3 Poor questions or no questions
7. Teacher Manual or Guide How effective are the instructions provided for the teacher's guidance?	7-9 Complete instructor's guide and key to suggested activities 4-6 Key to activities with some suggestions for use 0-3 No instructions or suggestions provided
8. Indication of Outside Aids Available What provision is made to indicate availability of outside aids?	7-9 Complete description and direction for securing of worthwhile materials 4-6 Listing of aids and sources 0-3 Incomplete information regarding aids of doubtful value

D. RELATIONSHIP OF CONTENT TO PRACTICAL ARTS AND VOCATIONAL EDUCATION OBJECTIVES	
1. Attention to Occupational Skill Instruction How much attention is given to skill development?	13-18 Skill development is emphasized and illustrated throughout 7-12 Skill development lessons are illustrated, with little discussion of skill principles 0- 6 No discussion of skill development and few examples of occupational skills included
2. Educational Applications To what extent are educational processes and applications included?	13-18 Coverage of the vocational applications of basic processes is extensive and up to date 7-12 Some attention to trade area found in majority of sections 0- 6 Little, if any, attention given to trade area applicational or ineffective and outmoded illustrations used
3. Emphasis on Safety How much emphasis is given to safe working practices?	13-18 Safety factors are covered fully in each major section 7-12 Some safe procedures are indicated in each section or within a separate section 0- 6 Little attention is given to safety
4. Consumer Information Is information regarding selection, care, adjustment and repair of products and materials adequate?	13-18 Good coverage of consumer information in all sections 7-12 Consumer information about some products and materials 0- 6 Inadequate information regarding selection, care, adjustment, and repair
5. Explanation of Operations and Procedures How satisfactory are the explanations of operations and procedures?	13-18 Detailed steps of performance describing technical details 7-12 Sequentially arranged directions with few details of technique 0- 6 Gives little attention to "how" to perform
6. Occupational Information How adequately is occupational information covered?	13-18 Comprehensive and pertinent occupational information, well integrated into sections 7-12 Pertinent information but lacking comprehensiveness 0- 6 Little or no treatment of occupational information

7. Avocational Emphasis To what extent is content pointed toward leisure time or avocational uses?	13-18 Suggestions occur frequently with regard to the use of skills and materials as hobby midium 7-12 Some avocational emphasis through suggested activities, projects and illustrations 0- 6 Little or no implication for avocational use
8. Tool and Material Description How satisfactory are the tool and material descriptions?	13-18 Technical and complete descriptions in terms of characteristics and uses 7-12 General descriptions of use and characteristics; few details 0- 6 Sketchy description in terms of use only
9. Incorporation of Metric System To what extent is the metric system incorporated in text, illustrations and examples?	13-18 Technical and complete descriptions in terms of characteristics and uses 7-12 General descriptions of use and characteristics; few details 0- 6 Sketchy description in terms of use only

SAMPLE QUESTIONS TO ASSIST IN MAKING
EQUITY COMPLIANCE JUDGMENTS

Gender Bias/Stereotyping

1. Is the generic 'he' or 'she' used in referring to a stereotyped occupation?
2. Are there sexist occupational titles such as 'fireman' instead of 'fire-fighter'?
3. Are there only one or two examples of equal sex treatment with the rest dominated by male/female stereotyped roles?
4. Are there sexist expectations such as the assumption that women ultimately will want to leave their jobs to raise a family or that men are expected to be the sole provider for a wife and children?
5. Is there singular emphasis on women's appearance as a factor in being hired?
6. Are the changing roles of men and women dealt with in the teacher's manual or material itself?

Ethnic Bias/Stereotyping

1. Are minority people stereotyped by skin color, facial features, hair styles, etc.?
2. Are minority workers isolated from white co-workers?
3. Are minority people being supervised or taking directions?
4. Are minority people shown supervising or training white workers?
5. Are minority workers shown looking indecisive or confused?
6. Are minority workers shown as thinkers, planners or skilled workers?
7. Are minority workers shown as unskilled workers?
8. Are minority people shown serving white people?
9. Are white people shown serving minority people?
10. Where people are shown doing socially useful work, are minority people adequately and positively represented?

Age Bias/Stereotyping

1. Are the referenced occupations characterized as young or old people's 'work'?

2. Are age qualifications/cutoffs applied without correlation to performance capability?

3. Do the materials depict age ranges in illustrations of workers and textual references?

4. Is reference made to logical 'second career' possibilities and the reinforcing aspects thereof?

5. In treating superordinate/subordinate relationships, is the relative age issue directly and honestly addressed?

6. Is the value of experience treated in a proper manner as compared to schooling and training?

Disability Bias/Stereotyping

1. Are there examples of successful students/workers with varying disabilities?

2. Does the text refer to adaptions making work possible for key disabilities?

3. Are disabilities totally ignored?

4. Are the real relationships between disabilities and job requirements honestly treated?

5. Do the illustrations contain examples of the disabled?

6. Does the narrative refer to disabilities that are not visually obvious?

ACTIVITY SHEETS

APPENDIX D

SELF AWARENESS

STUDENT INFORMATION GATHERING

The following information can be obtained from either the permanent files or interviews with the student who has dropped, is considering dropping out, or is maintaining in the vocational class. This should supplement the instructor's questionnaire.

Student's Name _____

Student Number _____

1. What is the student's overall academic grade point average? _____
2. What is the student's math ability? _____

   What is his/her potential math achievement level? _____

   _____
3. What is the student's science ability? _____

   _____

   What is his/her potential science achievement level? _____

   _____
4. Is there a statement of career goals? ____yes ____no - If yes what is it?

   _____

   _____
5. Is there evidence of school disciplinary action? ___ yes ____ no.

   If yes what? _____
6. What did the student enjoy the most from your vocational class?

   A) the students
   B) the teachers
   C) the lab activities
   D) the occupational experiences
   E) the projects
   F) the texts, papers, reading materials
   G) youth groups
   H) other

SEX DISCRIMINATION IN VOCATIONAL EDUCATION

Indicate by Yes or No which of the following examples are sex discrimination in vocational education.

_____ 1. Requiring females to demonstrate basic mechanical skills before admitting them to an auto mechanics class; not requiring the same demonstration by males.

_____ 2. Having a male-only vocational club for students in the computer technology program.

_____ 3. Recruiting both females and males into vocational education programs that are not traditional for either sex.

_____ 4. Requiring males in carpentry to produce a guarantee of future employment before admission; making no such requirement for females.

_____ 5. Assigning students to work experience programs according to an employer's preference for either male or female students.

ANSWERS

1. Yes This is sex discrimination. Sex requirements in procedures or program admission is prohibited by Title IX.

2. Yes This is sex discrimination. Sex segregation in extracurricular activities, such as school-sponsored clubs, is prohibited by Title IX.

3. No Special recruitment efforts are not required by Title IX, but they might be undertaken to help correct the effects of past discriminations in program admissions.

4. Yes This is sex discrimination for the same reason as item 1.

5. Yes Title IX prohibits making employment or work program assignments to students on the basis of sex; schools may not provide assistance to employers which discriminate against students.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

SELF AWARENESS, PERSONAL INTERESTS

Below is an alphabetical list of 20 selected interests. The list is not scientific nor complete, but your task is to read the entire list and select the five most important ones to YOU. After selecting, place them in rank order of importance to you--place a "1" next to the one which you believe is most important, a "2" next to the second most important, and so on. Feel free to change your mind.

_____ Contentment (a sense of inner peace, harmony, well-being, and satisfaction with your self and life in general)

_____ Comfortable life (enjoyment of the good things in life, a relaxed and unhassled life style)

_____ Economic security (freedom from financial worries)

_____ Education (continuous learning and personal growth)

_____ Equality (opportunity to try or do whatever you want)

_____ Excitement (involvement in stimulating, fast-paced or even dangerous activities)

_____ Friendship (warm and caring relationships with others)

_____ Health (freedom from illness or physical impairments that prevent you from full enjoyment of life)

_____ Independence (freedom to make your own decisions and choices without getting anyone else's permission)

_____ Leisure (time to do things you want, time for personal interests)

_____ Mature love (physical and emotional intimacy)

_____ Mobility (ability to travel, move to or from city or rural environment, see the world)

_____ Personal appearance (nice clothes, good grooming)

_____ Personal distinction (being well known, admired or influential)

_____ Personal security (freedom from physical harm)

_____ Self-respect (being satisfied with yourself and what you stand for)

_____ Sense of achievement (feeling you have accomplished what you want, making a worthwhile contribution)

_____ Social life (being an active part of a group, good entertainment, having people you like around you)

_____ Wisdom (having a mature understanding of life)

_____ World of beauty (enjoying nature, music, the arts)

After you have completed your selection and ranking of the five interests that are MOST important to you, look at the comments below.

COMMENTS ON ACTIVITY SHEET 1

As you know, there is no "correct" list of interests. In fact, you may have some interest(s) that are more important to you than those shown on the list. For example, you may give high rank to religious or political interests that are not part of this exercise. If this is the case, include any interest you believe to be among the five top interests that are important to you. Ask yourself the following questions:

1. Did you have trouble selecting the top five interests asked for in this exercise? If so, you are not alone. Many people have trouble identifying their interests and even more trouble ranking them.

2. Do you believe the interests you selected are the same now as they were several years ago? If not, why?

3. Of the interests you picked, how many can be related directly to the career you have or plan to pursue (for example, economic security)?

4. Which of your important interests are related indirectly to work (for example, excitement or sense of achievement)?

5. What would be the order of the interests shown on the list if you had been asked to rank all 20 of them from most to least important to you?

If possible, you may wish to compare your answers to these questions with other persons who have also ranked their important interests.

SOURCE: Choices and Challenges: A student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc., 1979.

ACTIVITY SHEETS

APPENDIX

NETWORKING

TO: Vocational Teachers

FROM: Vocational Director

Please recommend in the following space a student who has exhibited outstanding work or a good student in need of encouragement. Please outline the reasons for your recommendation.

NAME: _____

PARENTS' NAME: _____

PHONE NUMBER: _____

COMMENTS: _____

_____

_____

_____